**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher:** | | **Grade: Fifth** | | | **Date(s)**: September 7 & 10 |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Task 1 & 2** | | |
| **Essential Question(s):**   * How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * Why do authors write informational texts? * How do we engage in collaborative discussion? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Edhelper.com passages called *Colonial Clothing*  &  *Colonial Architecture*** * **Note-taking graphic organizer (Cornell)** * **Chart paper** * **Rubric for student anchor charts (see unit 1 plan on GEMS)** | | | | **Describe & descriptive**  **Informational text**  **Organization**  **Content Words from text**  **Signal Words**  **Anchor Charts** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards: RI 5.10, RI 5.5, RI 5.8**  **I Can Statement(s):**   * I can effectively identify challenging descriptive text structures.   **Instructional Plan:**  **Activating strategy-**   * I will display a historical picture of colonial times taken from the link below and ask the students to describe the photo. * Link: <http://www.history.org/media/slideshows.cfm?sort=building>   **Instruction-**   * **Define descriptive structure** I will write a clear definition of the word “describe” on my chart paper. (Describe- to tell how something looks, sounds, or feels with words.) * **Introduce signal words/graphic organizer (**for example, such as, for instance, most important, location words, adjectives, etc,) I will write a list of signal words on my chart paper and draw a graphic organizer to represent descriptive writing. * **Shared reading of text from edhelper called *Colonial Architecture*.** * **Model locating description within the text** I will explicitly model/think aloud how to locate descriptive examples using this passage. * **Independent/Paired reading of the text from edhelper called *Colonial Clothing* followed by note-taking on this passage.** Students will read this passage independently and work in pairs to take notes as previously modeled and practiced in class. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W 5.8,**  **I Can Statement(s):**   * I can display descriptive language from a text in a graphic organizer.   **Instructional Plan:**   * **Students will take notes using the Cornell method on the *Colonial Clothing* passage. (This method has already been modeled and practiced several times in class.)** * **In pairs or groups, students will create an anchor chart following our rubric guidelines.** * **Possible Center Activity: Students can write a descriptive paragraph about the photo from the activating strategy. Students may also have time to peer edit each other’s writing.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RF 5.3, L 5.4**  **I Can Statement(s):**   * I can use context clues from the text to figure out the meaning of an unknown word.   **Instructional Plan:**   * **Model how to use clues from a sentence to figure out “palisade” and “timber” from the *Colonial Architecture* passage.** * **Students will practice this skill to identify the following words in the *Colonial Clothing* passage. Words: washboard, waistcoats, breeches** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL 5.1, SL 5.5**  **I Can Statement(s):**   * I can share my ideas and listen to other people’s ideas.   **Instructional Plan:**   * **Students will present their anchor charts to the class.** | | | | |
| **Closing/Summarizing Strategy** | ***Turn & Talk: Students will turn to a classmate and share how to identify a text as descriptive.***  ***Response Log: How can understanding descriptive language help me comprehend informational texts?*** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early will write a descriptive piece about a futuristic outfit using signal phrases and appropriate adjectives. | | Students will write complete sentences describing modern day clothing. | | | Students will work in a small group setting with the teacher to build their knowledge of vocabulary from the text.  Activities located at <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf> |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Rubric for student anchor charts.  Review student response logs.  Culminating Anchor Chart Lesson (1 day): | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*